Iowa Department of Human Services

Child Care Training Approval Application Score Sheet

Level of Training: ☐ Specialty ☐ Beginning ☐ Intermediate ☐Advanced

Category	Score
Application Is the application complete? Are all required attachments provided? Is the Training Organization Agreement signed by an authorized representative of the organization?	Y N *If no, this application will not be reviewed
Description of workshop Clearly and accurately describes the content of the training in 50 words or less.	0 1 2
CDA Content Areas Correct competencies are identified in the application.	0 1 2
Competency-Based Learning Objectives At least three (3) objectives are clearly stated, measurable, realistic and sequential in explaining what the participant will be expected to do in the training specific to training level. **Beginning Training**: reflects basic understanding of concept and demonstration of development skills; involve opportunity for recall, imitation, and trial/error; and include words such as participate, name, define, be familiar with, list, restate, describe, recognize, explain, identify, etc. **Intermediate Training**: range from simple to more complex application of concepts into parts so that the whole can be understood; distinguishes between fact and inferences; and allows for the use of a concept, methods in everyday practice. **Advanced Training**: encourage modification of behavior to fit special circumstances; create new solutions or patterns to fit a particular situation or specific problem; encourage creativity based on knowledge and skill; use old ideas to create new ones; generalize from facts; relate/connect knowledge from several content areas; predict and draw conclusions; compare and discriminate between ideas	0 1 3 5
Content Outline - Content addresses the learning objectives and CDA Content Areas indicated. - The content is consistent with DAP as defined by NAEYC, WestEd, and the National Health and Safety Performance Standards. - The content is consistent with Iowa child care regulatory standards. - The content is consistent with Iowa Early Learning Standards. - The content considers participants' previous knowledge. - Examples used in the training relate to the real world of early care and education professionals. - The outline should have enough content to support the time requested for approval. - Sections of content (or exercises) logically connect to the sections that come before or after. - Appropriate exercises are utilized including: ✓ Opener which introduces the topic ✓ Closing which develops a transfer of learning plan ✓ Activities used throughout are relevant to the content ✓ Instructions are clear with reference to key points to draw from participants during small group discussions ✓ Activities to identify/answer questions - Content uses a variety of methods to strengthen a concept. - Key concepts are repeated and/or revisited often. - There is an appropriate level of depth for the audience level.	2 4 6 8 10

Time and Sequence Time estimates are sequential with the objectives listed and logical and reasonable.	0	1	2	3
Training Methods o At least two methods using a variety of learning styles are found within the content. **Beginning**: whole group, modeling, demonstrations, individual/small group/dyads, direct coaching/help with specific skills, hands-on activities, experiential learning activities, dissemination of information/lecturette, instructional games activities, scenarios, mental imagery, role play, skill practice, simulation and questioning **Intermediate**: case study, vignettes/role play/demonstrations, experiential learning activities, lecturette, small/large group discussion, task exercise or activity (small group) hands-on activities, computer assisted instructions, skill practice, mental imagery, opportunities for teach back and presentations, reflection and questioning (open ended) **Advanced**: open-ended format, open-ended discussion, debate, case study, role play, dramatization, research review and application, opportunities for teach back and presentations, computer assisted instruction, reflection, role play and questioning (open ended) o The activities are sensitive to the needs of a variety of learners and are appropriate for the content. o Activities in training are also ways to assess participants knowledge and skills in the content. o Content includes direct concrete experiences that allow participants to apply the learning in their work as early care and education professionals. o The structure of the course provides opportunities for support with peers. o There are opportunities for ongoing interaction and timely feedback. o Small group activities allow participants to move beyond understanding to application and evaluation.	0	1	3	5
Assessment of Learning Activities in training are also ways to assess participants knowledge and skills in the content (short tests, action plans showing next steps, observation during activities and discussion, reflections, interviews, follow up).	0	1	2	3
Materials List o List of materials needed for the training and activities is included. o Handouts and power points are professional and appropriate for the content.	0	1	2	
Evaluation of Training o Copy of the evaluation form to be given to participants to evaluate effectiveness of trainer/training is included. o Evaluation procedures are discussed.	0	1	2	
Reference List o A minimum of three references are cited. o At least two of the references are less than five (5) years old.	0	1	2	
Trainer Qualifications Documentation of trainer qualifications includes information about experience and education on adult learning strategies as well as the content area of the training.	0	1	2	
Diversity o In addressing diversity, the content includes internal dimensions (age, gender, race, ethnicity, sexual orientation, physical ability) as well as external dimensions (geographic location, income, personal habits, recreational habits, religion, educational background, work experience, parental status, marital status, and workplace-registered child development home, center care, school-age care). o The content and all audio/visual aides include diverse examples. o The case studies, case examples and role plays include diverse examples.	2	4	6	

Core Values	2	4	6
o The content appreciates childhood as a unique and valuable stage of the human life cycle. o The content recognizes that children are best understood and supported in the context of family, culture, community, and society. o The content is respectful of the dignity, worth, and uniqueness of each individual (child, family member, and colleague).			

Total Possible Score = 50
Total Needed for Approval = 40

For Office Use Only

Total Score Received:_____   Date Reviewed: _____

Comments:_____

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Signature: _____